

Inman Elementary

25 Oakland Ave.
Inman, SC 29349

Grades	PK-6 Elementary School	
Enrollment	787 Students	
Principal	Beth Young	864-472-8403
Superintendent	Dr. Jimmy Littlefield	864-472-2846
Board Chair	Mr. Phillip Mosley	864-472-2846

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	37	51	2	0

IMPROVEMENT RATING

GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS

NO

This school met 18 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Good	Unsatisfactory	No
2004	Average	Unsatisfactory	No
2005	Average	Good	No
2006	Average	Good	No

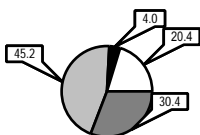
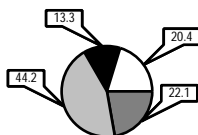
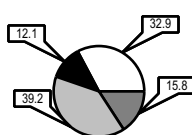
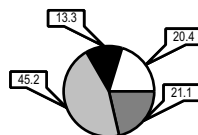
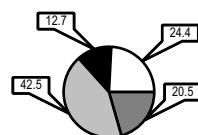
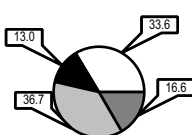
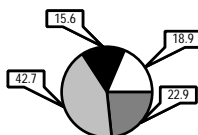
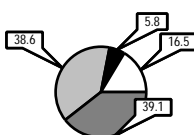
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

96.1%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	421	95.7	18.4	45.7	31.8	4.2	49.1	Yes	Yes
Gender									
Male	211	94.8	23.4	46.3	28.7	1.6	42.6	N/A	N/A
Female	210	96.7	13.5	45.1	34.7	6.7	55.4	N/A	N/A
Racial/Ethnic Group									
White	298	97.0	14.1	45.1	35.4	5.4	53.4	Yes	Yes
African American	106	91.5	32.6	44.9	21.3	1.1	36.0	Yes	Yes
Asian/Pacific Islander	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	9	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	340	99.7	11.2	47.4	36.4	5.0	56.1	N/A	N/A
Disabled	81	79.0	56.7	36.7	6.7	0.0	11.7	No	No
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	421	95.7	18.4	45.7	31.8	4.2	49.1	N/A	N/A
English Proficiency									
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	416	95.7	17.8	45.7	32.2	4.3	49.7	N/A	N/A
Socio-Economic Status									
Subsidized meals	224	92.4	25.5	45.8	28.1	0.5	40.1	Yes	Yes
Full-pay meals	197	99.5	11.1	45.5	35.4	7.9	58.2	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	421	96.2	18.5	44.9	22.7	13.8	53.5	Yes	Yes
Gender									
Male	211	95.7	19.5	42.6	21.6	16.3	52.1	N/A	N/A
Female	210	96.7	17.6	47.2	23.8	11.4	54.9	N/A	N/A
Racial/Ethnic Group									
White	298	97.7	12.5	45.2	26.2	16.1	60.2	Yes	Yes
African American	106	91.5	38.2	41.6	13.5	6.7	31.5	Yes	Yes
Asian/Pacific Islander	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	9	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	340	100.0	12.7	45.7	25.8	15.8	59.6	N/A	N/A
Disabled	81	80.2	49.2	41.0	6.6	3.3	21.3	Yes	No
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	421	96.2	18.5	44.9	22.7	13.8	53.5	N/A	N/A
English Proficiency									
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	416	96.2	17.7	45.2	23.0	14.0	54.0	N/A	N/A
Socio-Economic Status									
Subsidized meals	224	92.9	26.9	47.7	16.6	8.8	42.5	Yes	Yes
Full-pay meals	197	100.0	10.0	42.1	28.9	18.9	64.7	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	421	99.8	32.9	39.2	15.8	12.1	27.9
Gender							
Male	211	99.5	36.4	35.9	13.1	14.6	27.8
Female	210	100.0	29.5	42.5	18.5	9.5	28.0
Racial/Ethnic Group							
White	298	99.7	25.3	41.1	18.9	14.7	33.7
African American	106	100.0	56.1	30.6	8.2	5.1	13.3
Asian/Pacific Islander	6	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	9	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	340	100.0	22.4	45.0	18.3	14.3	32.6
Disabled	81	98.8	77.6	14.5	5.3	2.6	7.9
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	421	99.8	32.9	39.2	15.8	12.1	27.9
English Proficiency							
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	416	99.8	33.1	38.7	16.0	12.2	28.2
Socio-Economic Status							
Subsidized meals	224	99.6	41.8	38.9	11.1	8.2	19.2
Full-pay meals	197	100.0	23.2	39.5	21.1	16.3	37.4

Social Studies							
All Students	421	99.8	20.4	45.2	21.1	13.3	34.4
Gender							
Male	211	99.5	21.2	42.4	22.7	13.6	36.4
Female	210	100.0	19.5	48.0	19.5	13.0	32.5
Racial/Ethnic Group							
White	298	99.7	16.1	44.2	24.6	15.1	39.6
African American	106	100.0	33.7	46.9	12.2	7.1	19.4
Asian/Pacific Islander	6	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	9	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	340	100.0	13.4	45.7	25.2	15.8	41.0
Disabled	81	98.8	50.0	43.4	3.9	2.6	6.6
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	421	99.8	20.4	45.2	21.1	13.3	34.4
English Proficiency							
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	416	99.8	20.4	45.0	21.1	13.5	34.6
Socio-Economic Status							
Subsidized meals	224	99.6	28.4	47.1	17.8	6.7	24.5
Full-pay meals	197	100.0	11.6	43.2	24.7	20.5	45.3

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	118	100.0	18.3	34.9	38.5	8.3	46.8
	4	95	100.0	26.1	41.3	30.4	2.2	32.6
	5	113	100.0	23.8	46.7	27.6	1.9	29.5
	6	102	100.0	17.7	55.2	25.0	2.1	27.1
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	96	97.9	18.2	44.3	31.8	5.7	37.5
	4	121	97.5	16.1	46.4	35.7	1.8	37.5
	5	96	96.9	22.6	38.1	38.1	1.2	39.3
	6	108	90.7	17.5	52.6	21.6	8.2	29.9
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	118	100.0	11.0	59.6	20.2	9.2	29.4
	4	95	100.0	23.9	48.9	21.7	5.4	27.2
	5	113	100.0	25.7	48.6	17.1	8.6	25.7
	6	102	100.0	8.3	45.8	29.2	16.7	45.8
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	96	99.0	23.6	48.3	21.3	6.7	28.1
	4	121	97.5	17.0	42.0	21.4	19.6	41.1
	5	96	96.9	25.0	42.9	19.0	13.1	32.1
	6	108	91.7	10.2	46.9	28.6	14.3	42.9
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	118	100.0	22.9	51.4	18.3	7.3	25.7
	4	95	100.0	38.0	39.1	15.2	7.6	22.8
	5	113	100.0	38.1	28.6	21.0	12.4	33.3
	6	102	100.0	34.4	36.5	17.7	11.5	29.2
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	96	100.0	34.4	42.2	15.6	7.8	23.3
	4	121	99.2	27.2	41.2	17.5	14.0	31.6
	5	96	100.0	28.7	36.8	16.1	18.4	34.5
	6	108	100.0	41.1	36.4	14.0	8.4	22.4
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	118	100.0	6.4	36.7	26.6	30.3	56.9
	4	95	100.0	15.2	50.0	25.0	9.8	34.8
	5	113	100.0	30.5	38.1	23.8	7.6	31.4
	6	102	100.0	28.1	45.8	13.5	12.5	26.0
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	96	100.0	13.3	43.3	31.1	12.2	43.3
	4	121	99.2	16.7	43.9	21.9	17.5	39.5
	5	96	100.0	24.1	49.4	11.5	14.9	26.4
	6	108	100.0	27.1	44.9	19.6	8.4	28.0
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 787)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	0.5%	Down from 1.1%	2.8%	2.8%
Attendance rate	96.4%	Up from 96.3%	96.5%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	3.8%	Down from 8.9%	0.2%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	3.6%	Down from 6.1%	0.0%	0.0%
Eligible for gifted and talented	10.6%	Down from 16.6%	12.8%	10.4%
On academic plans	31.7%	N/AV	31.7%	33.6%
On academic probation	19.9%	N/AV	1.3%	1.0%
With disabilities other than speech	11.4%	Up from 10.5%	7.7%	7.5%
Older than usual for grade	0.3%	No change	0.8%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 57)				
Teachers with advanced degrees	66.7%	Down from 68.5%	55.6%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	1.0%	N/A	1.2%	2.4%
Teachers with emergency or provisional certificates	2.0%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	95.4%	No change	88.8%	87.3%
Teacher attendance rate	96.0%	Up from 95.3%	95.0%	94.9%
Average teacher salary	\$44,752	Up 0.5%	\$42,881	\$42,485
Prof. development days/teacher	12.5 days	Down from 13.0 days	13.9 days	13.3 days
School				
Principal's years at school	4.0	Up from 3.0	5.0	4.0
Student-teacher ratio in core subjects	19.4 to 1	Up from 19.3 to 1	18.9 to 1	18.6 to 1
Prime instructional time	91.8%	Up from 90.9%	90.1%	89.7%
Dollars spent per pupil*	\$6,635	Up 1.6%	\$6,404	\$6,557
Percent of expenditures for teacher salaries*	68.0%	Up from 64.3%	65.0%	64.0%
Percent of expenditures for instruction*	71.0%		70.0%	69.1%
Opportunities in the arts	Good	Down from Excellent	Good	Good
Parents attending conferences	99.0%	Up from 96.6%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	No change	Excellent	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	3.6%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	N/A	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

2005-2006 was an adventuresome year of learning at Inman Elementary School as we celebrated our theme, "In the Jungle and No Time to Rest... I'm Going on a Safari with IES!" We are very proud to have been awarded the State Department of Education's Palmetto Silver Award for significant improvement in academic achievement based on PACT 2005. This success can be attributed to a continued emphasis on data driven instruction and ongoing, embedded staff development. PACT and MAP (Measure of Academic Progress) benchmark testing data are strategically analyzed through the use of Testview, a web-based assessment tool. Students are motivated by setting goals for future achievement on MAP testing as differentiated instruction in the classroom allows teachers to better meet the needs of our diverse population.

Our literacy facilitator, science coach, and math coach provide guidance in implementing research-based best practices in instruction. An inquiry approach is incorporated in science with a heavy emphasis on hands on activities through science kits that address grade level standards. The use of Investigations and Math Out Of The Box encourage active participation in the development of key math concepts. Over half of our faculty participated in an SCRI course taught on campus by our literacy facilitator. Reading and writing are emphasized across all content areas. In order to effectively cover all social studies standards, English language arts and social studies are heavily integrated. Reading Recovery and SOAR reading programs provide needed assistance to struggling readers. Our 21st Century after-school and summer program meets the specific needs of over 100 students in all content areas. In an effort to educate the whole child, a trained wellness coach coordinated the continuation of the Zest Quest program with school-wide emphasis on nutrition and physical fitness.

IES was recently selected as a SC Red Carpet School in recognition of our customer friendly environment, in which students, parents, the community, and our school work together to provide an atmosphere conducive to successful learning. Strong community and parent involvement show support for our mission, "to prepare students to become successful, innovative, responsible citizens and future leaders in a rapidly changing society through quality education encompassing home, school, and community." On behalf of our faculty and staff, I invite you to take an active role in your child's education and join us in fulfilling our mission for the students of Inman Elementary School.

Beth Young, Principal
Wright Gaines, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	49	100	80
Percent satisfied with learning environment	100.0%	77.0%	84.6%
Percent satisfied with social and physical environment	100.0%	84.7%	83.3%
Percent satisfied with school-home relations	98.0%	88.0%	84.8%

*Only students at the highest elementary school grade level at this school and their parents were included.